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Minutes Of The Program Committee

(Board of Education For The City of Hamilton

SEPTEMBER 1993

PROGRAM COMMITTEE

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OCT 1993
GOVERNMENT DOCUMENTS

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

INDEX

PROGRAM COMMITTEE

1993 09 02

PAGE

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Retention Report Action Plan 1

2. Survey to Address the Needs of Potential Dropouts (Tabled at the 1993 04 06 Development Committee Meeting) 3

NEW BUSINESS:

1. Adult Basic Education Program 3

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on Alternative Methods of Delivery of the Lunch Program 4

NEW BUSINESS:

1. Report of the Special Education Advisory Committee 6

MINUTES OF THE PROGRAM COMMITTEE
1993 09 02

Present: Trustees M. Lowe (Chairman), Bishop, Wilson and Cunningham.

Not Present: Trustees Mason, Mulholland and Patenaude.

Also Present: Trustees Allen, Darby, Hill, Johnston, Korz, Orban and Rogers.

Officials Present:
D. Goodridge (Director of Education and Secretary)
P. Shewfelt (Superintendent of Finance and Treasurer)
E. Bond (Superintendent of Program)
N. Nicholls (Superintendent of Schools - Area 2)
R. Binns (Superintendent of Schools - Area 3)
P. Gillie (Superintendent of Schools - Area 4)
F. Cooke (Assistant Superintendent of Program)

Mrs. Lowe called the meeting to order and noted regrets for not attending were received from Trustees Mason, Patenaude, Rodgerson and Stewart. She then asked for confirmation of the minutes.

Moved by Mrs. Bishop:

That the minutes of the regular meetings of 1993 05 13 and 1993 06 03 be approved. **CARRIED**

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Retention Report Action Plan

Miss Bond provided an overview and acknowledged the efforts of staff in the development of the Report. She then called on Mr. Vic Lepp, Guidance Co-ordinator, who reviewed the Report.

Ms. Wilson commended the Report. Considering the objectives and expected outcomes outlined in the Report as challenging for the classroom teacher and school guidance counsellor, she inquired about the process of monitoring and evaluating the overall Plan.

Miss Bond stated some of the action plans are already taking place in some schools; however, this involves long-term planning as considerable effort is required to develop a sound database on dropout students. Although data on student dropout is available, there is a "grey area" in determining who is a "dropout" (as opposed to transfers), rendering the database unreliable. Miss Bond advised that Ms. Karen Chaikoff, Project Research Analyst, is presently working with other School Boards and the Ministry of Education and Training in developing a common definition of a "dropout".

Mr. Lepp clarified for Ms. Wilson that two Hamilton schools have implemented communication plans for the parents, noting these schools may serve as models for the other schools. Although the intent of the Action Plan is to get the message across to all parents, Mr. Lepp said specific communication to students with greater needs will be facilitated through the individual "Student At Risk" Profile (Pages 16 to 21).

Noting its absence in the Report, Mrs. Hill felt that being "academically prepared" should be a major focus in this Plan.

Miss Bond remarked that learning outcomes, curriculum structure/practices, etc. are intertwined in several of the recommendations in the Report.

Miss Bond clarified for Mrs. Hill that Recommendation 4 recognizes the need for inservice to provide strategies to assist teachers in communicating with students. She noted that research has shown that a caring teacher can help to keep a student in school.

Moved by Ms. Wilson:

That the Retention Report Action Plan be approved for implementation beginning September 1993.

Mr. Korz was pleased with the emphasis on sound data collection for tracking these students. He asked that an annual report reflecting year-by-year numerical and qualitative data on student retention be provided.

Moved in amendment by Mr. Korz:

That an annual report be brought to the Program Committee, including numerical and qualitative data tracking on:

.Student retention numbers year to year
.Post-secondary and job placement information year to year
.Breakdown of retention by grade

Trustees Cunningham and Orban voiced their concerns with the amendment. Ms. Orban concluded that available data, e.g. the monthly Staffing Report presented to Personnel and Organization Committee, provides some enrolment statistics.

Mr. Goodridge reminded the members that the availability of resources to prepare reports should be considered at this time given the Board's restructuring plans.

Mr. Korz contended that he was asking that the information the Board would be collecting as a matter of course be shared with the trustees.

Miss Bond restated that some of the recommendations outlined in the Report are already taking place in some schools.

At this point, Dr. Johnston called the question and it was **Carried**.

The amendment was put to a vote and was **LOST**.

Canon Rogers called the question on the motion and it was **Lost**.

Responding to Miss Cunningham's query, Miss Bond affirmed that the data collection may be tied in with the Student Information System (SIS); however, because of set priorities for the system, progress in tracking for student retention may take time.

For further clarification, Miss Bond explained the process involved in the implementation of the Action Plan, noting the close co-ordination required between the Guidance Department and school principals/vice-principals, particularly in data collection.

In response to Mrs. Bishop's question, Mr. Goodridge indicated that a comprehensive Report summarizing the current status of the recommendations that came out of the various Action Team Reports will be presented to the trustees.

Moved by Miss Cunningham:

That the Program Committee continue to sit past 23:00 hours. **CARRIED**

Mrs. Hill called the question and it was **Carried**.

The motion was voted on and was **CARRIED**.

Dr. Johnston, noting that he had spent some time in reviewing the Report, stated his objection to being prevented from asking questions by virtue of the vote in support of calling the question.

Mrs. Lowe extended the Committee's appreciation for the presentation.

Survey to Address the Needs of Potential Dropouts (Tabled at the 1993 04 06 Development Committee Meeting)

Recalling the previous discussion on the Retention Report, Ms. Orban opted to have the motion considered tonight.

Moved by Ms. Orban:

That the following motion be lifted from the table for consideration:

That this Board conduct a survey with an instrument approved by this Board to meet the needs of the "at risk" potential drop-out student using the following suggested criteria for student selection:

a) poor attendance patterns
b) credit acquisition below expectation
CARRIED

The motion was put to a vote and was **LOST**.

In clarifying the members' concerns, Mr. Goodridge stated the minutes will reflect that the preceding Report met the intent of this motion.

NEW BUSINESS:

Adult Basic Education Program [With the members' agreement, this was considered as the first item of the Agenda.]

Mr. Bob Leedale, Principal - Adult and Continuing Education Department, advised that of the $433,000 grant applied for by the Hamilton Board for the Adult Basic Education program, the Ministry of Education and Training would be providing $278,000 funding -- leaving a shortfall of $155,000. He noted the impact of the Social Contract as another significant factor to consider.

The Adult Basic Education (ABE) program, which is scheduled to offer courses beginning 1993 10 04, employs 10 full-time ABE

teachers at six locations. Mr. Leedale said a meeting with Senior Management on 1993 09 13 will consider the most viable way of delivering the best program possible. Possible scenarios include reduced hours and staff and a change in hourly pay rate in order to offer the program at no cost to the Board.

Mrs. Bishop supported attempts to continue offering this program. She recalled the formation of an Advisory Committee as among the key recommendations of the Adult and Continuing Education Action Team and felt this committee, with community representation, may provide direction in delivering the program.

Mr. Leedale advised the Advisory Committee has not materialized at this time.

Responding to Trustees Orban and Cunningham, Mr. Leedale affirmed there is duplication of services in providing Adult and Continuing Education in the City; however, he indicated that there are meetings with community representatives to start to work co-operatively in reviewing and streamlining these types of programs.

Miss Cunningham emphasized the necessity of this direction given the current financial restraints.

In light of the many issues to be addressed, Mr. Leedale indicated a further Report on a revised program of ABE will come back to this Committee for approval.

It was agreed:

That the verbal Update regarding the Adult Basic Education Program be received for information.

On behalf of the Committee, Mrs. Lowe thanked Mr. Leedale.

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Report on Alternative Methods of Delivery of the Lunch Program

In providing a brief background of the Report, Miss Bond noted the Letter of Intent (Page 33) outlining the Board's responsibilities relative to the program. She then called on Ms. Marian Avery, Lunchroom Program Leader, who discussed the salient details of the Report.

Miss Bond clarified for Mrs. Hill that this Report is in response to a request at the Budget Review Committee for more information on alternatives to the present delivery of the Lunchroom Program.

Mr. Shewfelt estimated that a debate on the Budget will occur sometime in December, including the implications of the Social Contract and the review of all programs.

Noting the Lunchroom Program is a non-mandated program, Mrs. Hill said the Board will have to find ways to offer this differently, i.e. Principals will have to work with all staff to provide flexibility. She was concerned that this type of expenditure does not translate into academic success in the classroom.

Several trustees commended Ms. Avery for the excellent Report.

Speaking in support of the program, Mrs. Bishop concluded proper lunchtime supervision has an immense effect on the student's performance at school, i.e. not only the quality of food the students eat but it lessens problems for the afternoon session of school as well. She added that the Lunchroom Supervisors do a considerable amount of "hidden" work for this program. Dr. Johnston agreed, noting the positive results in the classroom from the Breakfast programs provided to school children in Ward 2.

Moved by Dr. Johnston:

That the Report on Alternative Methods of Delivery of the Lunch Program be received for information and referred to the Officials for their comments and recommendations.

Although appreciating Dr. Johnston's request, Mr. Goodridge felt the officials have met the members' requirements relative to information on alternatives in the delivery of the Lunchroom Program. He said it is now appropriate for the trustees to provide Senior Management with direction in terms of policy for the program.

Ms. Orban expressed concern with the parents' continuing dependence on the program. She wondered if older students could be "weaned off" the program and encouraged to go home for lunch.

Ms. Wilson stressed the serious financial situation faced by the Board and considered maintaining quality education and staffing as key priorities during the difficult times. As she does not correlate the lunchroom program with educational benefits for the students, Ms. Wilson emphasized her preference to look into other ways of supervising students during the noon hours. She agreed that a growing number of people have been taking advantage of this program.

Mrs. Hill suggested the Breakfast program provided for school children in some areas is an ideal way of getting the message across that it is time for the community to pick up some of these responsibilities rather than the education system.

Miss Cunningham did not support the motion and considered it appropriate to receive the Report for information at this time. She perceived the Lunchroom Program could become an area for negotiations for some employee groups in terms of the Social Contract.

The motion was voted on and was **LOST**.

Moved by Miss Cunningham:

That the Report on Alternative Methods of Delivery of the Lunch Program be received for information. **CARRIED**

Mrs. Lowe thanked Ms. Avery for her presentation.

NEW BUSINESS:

Report of the Special Education Advisory Committee

Moved by Mrs. Bishop:

That the following Report of the Special Education Advisory Committee be approved:

(a) That the correspondence from parents of children with autism be referred to the Officials and that a Report be brought back to the Special Education Advisory Committee (SEAC) in the Fall.

CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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OCTOBER 1993

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OCT 1993
GOVERNMENT DOCUMENTS

PROGRAM COMMITTEE

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

INDEX

PROGRAM COMMITTEE

1993 10 07

PAGE

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report on the Review of Behavioural Exceptionality (BE) and Specific Learning Disability (SLD) Secondary School Students 1

NEW BUSINESS:

1. Hamilton-Wentworth School/Library Task Force - requested by Trustee Allen 3

2. Status Report on the Action Team Recommendations 4

3. Section 27 Programs 5
   .Family Services Youth Centre
   .Chedoke-McMaster Hospitals/McMaster University Medical Centre

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Status Report on the Action Team Recommendations 5

2. Verbal Update on Destreaming 5

MINUTES OF THE PROGRAM COMMITTEE
1993 10 07

Present: Trustees M. Lowe (Chairman), Bishop, Mason, Mulholland, Wilson and Cunningham.

Not Present: Trustee Patenaude.

Also Present: Trustees Allen, Darby, Desmarais, Hicks, Hill, Korz, Orban, Rogers and Stewart.

Officials Present:
D. Goodridge (Director of Education and Secretary)
P. Shewfelt (Superintendent of Finance and Treasurer)
E. Bond (Superintendent of Program)
R. Binns (Superintendent of Human Resources)
N. Nicholls (Superintendent of Schools - Areas 2 and 4))
F. Cooke (Assistant Superintendent of Program)
S. Rogers (Assistant to the Secretary)

Mrs. Lowe called the meeting to order and noted regrets for not attending were received from Trustees Patenaude, Johnston and Rodgerson. She then asked for confirmation of the minutes.

Moved by Ms. Wilson:

That the minutes of the regular meeting of 1993 09 02 and special meeting of 1993 09 23 be approved. **CARRIED**

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Report on the Review of Behavioural Exceptionality (BE) and Specific Learning Disability (SLD) Secondary School Students

Miss Bond provided background information then called on Dr. Marie Bountrogianni, Chief Psychologist, who reviewed the Report.

Mrs. Bishop commended the Report and expressed appreciation for the efforts of the staff.

Responding to concerns raised by Trustees Bishop and Mulholland regarding the review of the role of vocational schools in conjunction with the pending closure of two vocational schools, Miss Bond clarified that vocational secondary schools will be examined in line with the Transition Years implementation. She noted the expectation of learning outcomes for all students based on potential.

Mrs. Bishop urged that the process of reviewing the role of the vocational schools involve the current vocational schools, offering that there are other questions beyond curriculum changes, i.e. students who have special needs and who do not fit into the larger composite secondary schools.

Dr. Bountrogianni reported briefly on a pilot program at Delta Secondary School involving students with specific learning disabilities. She noted that all students are treated the same as far as expectations are concerned, recognizing the need for different types of teaching.

Dr. Bountrogianni added that learning outcomes will not change the rights of the exceptional student, i.e. requiring special programs. She suggested that, in the past, the

curriculum for the disabled students may have been difficult and could be one of the reasons why integration was difficult.

Ms. Wilson received confirmation from Dr. Bountrogianni that SLD and BE students are in regular classes assisted by a Learning Resource Teacher (LRT), noting many of these students do well in such a learning environment. She offered that learning outcomes give guidelines for Special Education teachers (including the LRTs).

In terms of the Common Curriculum, Miss Bond advised that all students, regardless of exceptionality, will have target learning outcomes (particularly in the areas of academics, personal management and co-operation skills) but noted that achieving these outcomes may vary for each student. She alluded to the collaborative efforts among the schools in the analysis and implementation of the Common Curriculum.

Mr. Mulholland stated that his concern is with the learning outcomes of students at Parkview, Ainslie Wood, Caledon and Crestwood Vocational Schools and asked what the curriculum is going to be in vocational schools in the future for those who cannot reach the Benchmarks or cannot read at the Grade 6 level by 14 years of age.

Miss Bond offered that there are levels of accomplishments within the "learning outcomes" concept, i.e. all students are expected to learn to read and write but not at the same level.

Mr. Mulholland contended that there are 800+ students who are below the level of expected learning outcomes and who cannot read at the Grade 6 level. He expressed hope that the Board will continue on with its vocational school concept as it has for 28 years to service these students.

In reply to Mr. Korz' query, Dr. Bountrogianni explained that Grade 8 students with learning disabilities receive LRT assistance and are tracked through the Diagnostic and Review Team (DART) process and have individual pupil plans.

Mr. Korz expressed concern with the increased demand on staff when students of varying needs are placed in the same classrooms.

Miss Bond clarified that the allocation and utilization of LRTs is at the Principal's discretion, noting the flexibility among the schools that exists. She added the Program Department assists with staff in-service while supervision is the responsibility of the school.

Miss Bond advised Mr. Korz that special programming to meet the needs of students with learning disabilities will be considered in the context of Destreaming.

Mr. Desmarais questioned whether a student could be refused enrolment in a vocational school in order to learn a specific trade or skill because he/she was "too bright".

Miss Bond responded that the vocational program is designed to meet the needs of a group of students and advised that the reluctance to enrol a "bright" student was out of concern that

there be sufficient academic challenge for the student. She added that this concern was part of the reason for the review of the vocational education program.

Miss Cunningham expressed hope that the ultimate needs of the students will not be jeopardized in the process.

Dr. Bountrogianni clarified for Ms. Orban that many factors come into play in the analysis of student learning outcomes and functional literacy.

It was agreed:

That the Report on the Review of Behavioural Exceptionality (BE) and Specific Learning Disability (SLD) Secondary School Students be received for information.

NEW BUSINESS:

Hamilton-Wentworth School/Library Task Force - requested by Trustee Allen

Trustee Allen and Ms. Giselle Whyte, Partners in Action Consultant, presented the Report.

Stating he was a member of this Task Force at the Chairman's request, Mr. Allen expressed appreciation for the opportunity to represent the Hamilton Board.

Mr. Allen advised of the participation of the Minister of Education and Training in the Library Week (1993 10 17 to 23) celebration in Hamilton on Wednesday, 1993 10 20, at which time the Chairmen of the three local School Boards and the Library Board will sign this document. He also mentioned the Library Week program at Westdale Secondary School Resource Centre: "Preparing Students for the Information Age" which is sponsored by the Hamilton Teacher-Librarians' Association (HTLA).

Acknowledging the potential of this initiative to help the student in the classroom, it was moved by Mrs. Hill:

That the Report regarding the Hamilton-Wentworth School/Library Task Force be received for information and the following recommendations approved:

(a) That the Task Force Progress Report be received for information.

(b) That the objectives of the Task Force be approved.

(c) That the Statement of Mutual Expectations be approved.

Mr. Korz commended the joint venture and suggested networking with post-secondary institutions could further enhance this project. Ms. Orban felt it may be beneficial to involve the libraries of different cultures in the community.

Mr. Allen and Ms. Whyte pointed out that this initiative was kept small in its scope to ensure success and both felt that new initiatives and directions can and will grow from this beginning.

On behalf of the Board, Miss Cunningham thanked Mr. Allen and Ms. Whyte for their time and efforts and lauded the collaborative development of the project.

The motion was voted on and was **CARRIED**.

Status Report on the Action Team Recommendations

Miss Bond presented the Report and acknowledged the work of those individuals involved in providing the concise summary of information.

Mr. Goodridge remarked that the intent of this Status Report was to determine for the organization, particularly those who contributed their time and efforts in this project, what actually happened with the recommendations of the Action Teams. He added the "good news" will be shared across the system through the Public Relations Office.

Moved by Miss Cunningham:

That the Status Report on the Recommendations of the following Action Teams be received for information:

.Adult and Continuing Education
.Special Education
.Staff Development
.Program Accountability
.Development and Implementation

Miss Cunningham extended the Board's appreciation for the impressive accomplishments of the Program Department through Miss Bond's leadership.

Mrs. Bishop raised several concerns with some of the recommendations of the Adult and Continuing Education and Special Education Action Teams, noting that most are still "under review" or at the development stage.

Mr. Bob Leedale, Principal - Adult and Continuing Education, responded to many of Mrs. Bishop's questions on the status of the Board's English As a Second Language (ESL) Adult Program, noting enrolment for this program at Briarwood Adult Learning Centre is improving.

When Mrs. Bishop questioned some of the planned initiatives for the Adult Basic Education, Mr. Leedale reminded her of the impact of reduced Ministry funding for this program and of the other programs offered in the community.

In reply to Mrs. Bishop's question on Recommendation 1 of the Special Education Action Team, Miss Bond clarified some of the many factors considered relative to the relocation of exceptional students to their neighbourhood school.

Dr. Tomlinson, Special Education Co-ordinator, affirmed for Mrs. Bishop that the DART process is working well in many schools. She noted a detailed Report on the DART process is forthcoming from the Psychological Services Department in January.

Responding to Mrs. Bishop's inquiry, Mr. Goodridge confirmed that individual school plans are public documents which can be accessed upon request to the Principal.

Mrs. Bishop submitted that she was very involved in the meetings of the Action Teams. Her many questions around these recommendations are because she feels strongly about their importance and the need for implementation.

The motion was put to a vote and was **CARRIED**.

Section 27 Programs .Family Services Youth Centre .Chedoke-McMaster Hospitals/McMaster University Medical Centre

Noting this item was added to the Agenda, Mrs. Lowe called for the required two-thirds majority vote to consider this tonight.

Moved by Mr. Mulholland:

That the added agenda item be considered tonight.
Carried

Miss Bond reviewed the Report.

Moved by Mr. Mulholland:

That the Report on Section 27 Programs, Family Services Youth Centre and Chedoke-McMaster Hospitals/McMaster University Medical Centre be received for information and the following recommendations approved:

(a) That, effective 1993 10 25, the education program be expanded at Family Services Youth Centre by one full-time teacher, at no cost to the Board.

(b) That, effective 1993 10 25, the education program be expanded at McMaster University Medical Centre by one half-time teacher, at no cost to the Board.

Ms. Orban called the question and it was **Carried.**

The motion was voted on and was **CARRIED**.

ELEMENTARY/SECONDARY

NEW BUSINESS:

Status Report on the Action Team Recommendations

Moved by Ms. Orban:

That the Status Report on the Recommendations of the following Action Teams be received for information:

.Compensatory Education
.English as a Second Language/English Skills Development
.Alternative Education

CARRIED

Verbal Update on Destreaming

Miss Bond was pleased to report some positive feedback on the implementation of the Transition Years (Destreaming), noting that the actual experiences among the schools negated the anticipated problems and concerns. She added that preparation for all required courses for Grade 9 has been

completed and in-service sessions started last Spring will continue in the Fall and that teachers are co-operative and actively participating in addressing the concerns identified.

In essence, despite some of the concerns about destreaming, the teachers are "buying into" the program because of the positive difference it will mean for the students. Miss Bond noted that Dr. Bountrogianni and Ms. Kidd, Research Analyst, are working to evaluate the program's effectiveness across the system.

Miss Bond confirmed for Mrs. Hill that the assessment and evaluation process will focus on the students.

It was agreed:

That the verbal Update on Destreaming be received for information.

Mrs. Lowe thanked Miss Bond for the Update.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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1993

NOVEMBER 1993

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NOV 1993
GOVERNMENT DOCUMENTS

PROGRAM COMMITTEE

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

INDEX

PROGRAM COMMITTEE

1993 11 04

PAGE

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Summer School 1993
   Evening School Interim Report 1

NEW BUSINESS:

1. Report on Special Assignment - Gifted Education 1
2. Report of the Special Education Advisory Committee 3
3. Motion to Thank the Chairman 3

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Transition Plan from Middle School to Secondary School for Students with Autism/Pervasive Developmental Disorders (PDD) 3
2. Report on Standardized Testing (Canadian Achievement Test) . . . 4
3. Verbal Update - Destreaming" "What is Happening in the Schools" 6

NEW BUSINESS:

1. Report of the Special Education Advisory Committee 7

MINUTES OF THE PROGRAM COMMITTEE
1993 11 04

Present: Trustees Lowe (Chairman), Bishop, Mason, Mulholland, Patenaude, Wilson and Cunningham.

Also Present: Trustees Allen, Desmarais, Hill, Johnston, Korz, Orban, Rodgerson, Rogers and Stewart.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
R. Binns (Superintendent of Human Resources)
P. Gillie (Superintendent of Administrative Services)
N. Nicholls (Superintendent of Schools - Areas 2 and 4)
F. Cooke (Assistant Superintendent of Program)

Mrs. Lowe called the meeting to order and asked for confirmation of the minutes.

Moved by Miss Cunningham:

That the minutes of the regular meeting of 1993 10 07 be approved. **CARRIED**

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Summer School 1993 Evening School Interim Report

Noting this item was added to the Agenda, Mrs. Lowe informed the members that the Report will be considered at a Special Program Committee meeting on 1993 11 09, following the Operations and Finance Committee meeting.

Moved by Dr. Johnston:

That the "Summer School 1993, Evening School Interim Report" be added to the Agenda.

The required two-thirds majority vote was received and the motion was **CARRIED**.

Miss Bond explained the Report presents potential cost savings for the Summer School and Evening School programs resulting from the review of these programs. Mr. R. Leedale, Principal - Adult and Continuing Education will be presenting the Report along with the recommendations (Page A1) at the special meeting next week. She emphasized that early approval of these recommendations will assist the Adult and Continuing Education in initiating the changes for January, 1994 and in communicating the information to the public.

NEW BUSINESS:

Report on Special Assignment - Gifted Education

Miss Bond provided a brief introduction and called on Ms. E. Thayer, Special Assignment - Gifted, who reviewed the Report.

Several trustees commended the Report and the outstanding efforts/achievements of Ms. Thayer in the Gifted education program.

Ms. Thayer responded to Mrs. Hill's concerns that resources, albeit limited, are being directed towards the regular class teacher in support of the "able and talented" students within their classrooms.

Responding to Ms. Wilson's concerns, Ms. Thayer advised that one of the ways the enrichment needs of students who are not identified as gifted but who are "very bright" is being met is through the Diagnostic and Review Team (DART) process. She noted the efforts of the school principals in considering different educational models and the tremendous support from staff in this area.

Ms. Thayer affirmed for Mrs. Bishop that a student can be recommended for testing and assessment at any grade level.

Mrs. Bishop questioned the use of the discretionary lines in the secondary schools and inquired about reinforcing the importance of the Gifted program in this panel.

Miss Bond assured the members that the Principals have been made aware of their responsibilities in addressing the needs of these students.

Dr. Johnston stressed the critical impact the shortage of resources has on the Gifted population and suggested it is time for the Board to "listen" to the concerns identified in the Report. Referring to the presentations to the Royal Commission on Learning, he suggested the Board obtain a copy of the submission from the parents of Gifted students.

In response to Mr. Korz' question relating to the financial implications of the Gifted program, Ms. Thayer advised that there are 13 teachers of Gifted programs in 9 locations. Centralized services for the Gifted include her Special Assignment position and the accompanying budget.

Ms. Thayer advised Mr. Korz that the average class size for the Gifted is about 20, with larger classes at the Middle School level.

Miss Cunningham recalled the overwhelming aspects in the Report of the Special Education Action Team - Gifted Education and on behalf of the Board, thanked Ms. Thayer and the teachers for their efforts in accomplishing all that they have.

Ms. Thayer clarified for Mrs. Mason that the checklist for teachers is under review in terms of its design, particularly in meeting the criteria for Grade 3 students. She alluded to the collaboration of Dr. M. Bountrogianni, Chief Psychologist, and Ms. C. Wilkinson, Gifted Consultant, in the effective application of this document.

Moved by Ms. Wilson:

That the Report on Special Assignment - Gifted Education be received for information.

At this point, Mr. Goodridge read his 1993 09 14 congratulatory letter to Ms. Thayer for the Commemorative Medal Award she received during the 125th Anniversary of Canadian Confederation for her outstanding contribution and service to the community.

The motion was voted on and was **CARRIED**.

Report of the Special Education Advisory Committee

Moved by Mrs. Bishop:

That the following Report of the Special Education Advisory Committee be approved:

a) That the Report regarding Black Youth Achievement, Southview, presented at the May meeting, be received for information.

b) That the Report on Special Education Statistics, presented at the June meeting, be received for information.

c) That the Report on the Review of Behavioural Exceptionality and Specific Learning Disability, Secondary School Students, be received for information.
CARRIED

Motion to Thank the Chairman

Moved by Ms. Wilson:

That the members express to Mrs. Marion Lowe their appreciation for the effective and competent manner in which the meetings of this Committee have been conducted throughout this past year. **CARRIED**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Transition Plan from Middle School to Secondary School for Students with Autism/Pervasive Developmental Disorders (PDD)

Miss Bond provided background information and called on Dr. J. Tomlinson, Special Education Co-ordinator, who reviewed the Report.

Referring to Criteria III - School Program (Draft Criteria for Secondary School Site Selection, Appendix I), Mr. Korz suggested the "nature and appropriateness" of the program and not just the opportunity for integration to be considered as key criteria.

In answer to Mrs. Rodgerson's question, Dr. Tomlinson clarified that a shortlist of potential sites has not been developed at this time because this draft criteria for selection is yet to be shared among the stakeholders (teachers, principals and parents) for possible modifications/changes.

Mrs. Hill suggested "availability of space" be considered as another important criteria.

Noting the staffing implication for the Transition Plan, Mr. Allen inquired if Special Education qualifications will be required.

Miss Bond advised that, by legislation, a teacher for this program must have Special Education qualifications. She added that experience in working with these students would be an asset.

Mrs. Bishop stressed the importance that the Principal of the school that is selected for this program accepts and treats this program as part of the school.

Dr. Tomlinson affirmed for Ms. Wilson that joint meetings between parents and school staff will be encouraged.

When Mr. Korz inquired as to when a report would be forthcoming for the trustees to approve the secondary school site for this program, Miss Bond advised that standing procedure does not require Board approval for specific location of Special Education classes.

Agreeing with Miss Bond, Mrs. Lowe felt the criteria for the site selection is presented for trustees' awareness only, stressing that the actual site selection is an administrative function. She added that this Report is in response to a motion passed at the May, 1993 Operations and Management Committee and Board meetings.

Moved by Ms. Orban:

That the Report regarding the Transition Plan from Middle School to Secondary School for Students with Autism/Pervasive Developmental Disorders (PDD) be received for information and the following recommendation approved:

a) That the steps outlined in the plan for the middle to secondary school transition for students with autism/PDD be approved for implementation within existing resources for September 1994.

CARRIED

Report on Standardized Testing (Canadian Achievement Test)

Miss Bond introduced the Report then called on Ms. C. Kidd, Research Analyst, and Dr. Bountrogianni to discuss the salient details with the members.

Responding to Mrs. Rodgerson's inquiry, Dr. Bountrogianni informed the members that the Education Act states the Raven's Progressive Matrices is a standard test which does not require parental approval; however, a memorandum is sent home to advise parents that such a test will be administered.

In reply to a follow-up question from Mrs. Rodgerson, Dr. Bountrogianni stated the standardized tests are used extensively in the Gifted program and DART process, noting some schools use the test results more than the others. Ms. Kidd agreed the application of these tests could be reviewed to improve their effectiveness and efficiency.

Ms. Kidd apprised Mrs. Rodgerson that the school-to-school in-service on the interpretation of test scores has been discontinued, noting in-house resources are considered most effective at this time. She acknowledged that, as part of the review, consideration is being given to developing some type of testing, based on the Board's curriculum, for Grade 9 students.

Ms. Gillie affirmed for Mrs. Rodgerson that, as of 1993 09 29, CAT testing will continue on the Mountain as well as in the lower City.

Mrs. Rodgerson stated she was not opposed to the recommendations in the Report; however, she emphasized the

importance of the parents having clear understanding of their children's test scores.

Moved by Mrs. Rodgerson:

That the following recommendations regarding Standardized Testing (Canadian Achievement Test) be approved:

(a) That parents of students in Grades 3 and 6 be advised, by way of the March Report Card, that a copy of their child's Canadian Achievement Test (C.A.T.) scores is available at either the March Parent/Teacher interview or through the School Principal; and

(b) That a cover sheet outlining C.A.T. score interpretation accompany the results.

When several trustees expressed preference to wait for the forthcoming Report from Mr. R. Chapman (Special Assignment - Assessment, Evaluation and Reporting) in January, 1994, Miss Bond clarified that the Report will outline a plan which spans a three-year period.

Mrs. Bishop expressed keen interest in looking at accountability in terms of standardized tests for the classroom and the whole system, particularly their application for purposes of developmental plans, e.g. destreaming. She suggested Mr. Chapman's Report look into an overall review of these tests and that consideration be given to whether they are needed, i.e. they are expensive, time-consuming and not directly related to curriculum. Mrs. Bishop voiced her preference to await the Report and "look at things in a broader context" before proceeding with the implementation of Clause (b).

Mr. Korz asked if the Board will be communicating with community groups/institutions, e.g. the Hamilton District Chamber of Commerce, McMaster University, etc. during the review of standardized testing. Questioning the seriousness of the partnership the Board is trying to achieve with community groups, he asked for the officials' confirmation that such input will be sought.

Miss Cunningham explained that there are procedures in place for groups wishing to make presentations to the Board.

Miss Bond advised Miss Cunningham that the Common Curriculum will permit development of curriculum based on learning outcomes.

Miss Bond affirmed that the overall review will include exploring available community resources.

Mrs. Rodgerson, in concluding debate, pointed out that the Board will continue to use the C.A.T. throughout the City. She suggested that this motion gives the Board the opportunity to communicate to the parents that the test scores are available to them.

The motion was put to a vote and was <u>LOST</u>.

Moved by Miss Cunningham:

That the Report on Standardized Testing (Canadian Achievement Test) be received for information and the following recommendation approved:

a) That a statement be included with the Grade 3 and 6 report cards indicating that the results of the Canadian Achievement Test are available to parents through the school principal.

CARRIED

At this point in the meeting, the quorum was lost. The remaining members agreed to hear the Verbal Update on Destreaming.

Verbal Update - Destreaming: "What is Happening in the Schools"

Miss Bond provided the following update:

a) Ms. Carol Ramberan, Transition Years Co-ordinator, is collecting data pertaining to Transition Years on a monthly basis.

b) The involvement of Human Resources through Ms. Lesley Cordero, Staff Development Consultant, who is working in partnership with the Transition Years Consultant and the school principals on in-service requirements, e.g. Norwood Park Elementary School linking Mathematics and English programs with other schools, mentorship program between Adelaide Hoodless Elementary School and Delta Secondary School.

c) The Program Department's "Making the Transition" newsletter to facilitate the sharing of information among schools.

d) The following are outstanding issues to be addressed:

- oversized classes in some secondary schools
- traditional way of staffing schools and staffing formulas
- creative ways of providing in-service

Mr. Stewart noted that Sir Winston Churchill Secondary School has initiated a "desemestered" timetable. While expressing support for this direction, he questioned how a student who transferred out of this "desemestered" school into a semestered secondary school would be accommodated.

Miss Bond emphasized that this is a pilot project at Sir Winston Churchill with the Principal, Paul Gordon, working closely with parents and staff. She clarified further that evaluating this pilot program may be difficult at this time due to lack of sampling -- it is not as simple as comparing it with a semestered school.

Ms. Ramberan advised Mr. Allen of initiatives in assisting the classroom teacher in meeting the cross-section needs of students in Basic, General and Advanced level programs.

Mrs. Lowe thanked Miss Bond for the Update.

As there was no quorum, the Committee could not receive the verbal Update for information.

NEW BUSINESS:

Report of the Special Education Advisory Committee Due to a lack of quorum, no action was taken on this Report.

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

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PROGRAM COMMITTEE

THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

INDEX

PROGRAM COMMITTEE

1993 12 02

PAGE

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report of the Literacy Across the Curriculum Committee 1

NEW BUSINESS:

1. Presentation - KIDestrian Program (Practicing Traffic Safety with Your Kids) 3

2. Reconstitution of Ad Hoc Committees:

   . Child Care Committee 4

3. Report of the Special Education Advisory Committee 5

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update - Destreaming: "What is Happening in the Schools 5

NEW BUSINESS:

1. Report re Ministry of Education Funding for Transition Years In-Service, $43,900 - Engling Language Section 6

2. Presentation re Issues Facing Female Athletes in Hamilton Schools - Catherine Siksay 6

3. Report of the Special Education Advisory Committee 7

MINUTES OF THE PROGRAM COMMITTEE
1993 12 02

Present: Trustees Bishop (Chairman), Cunningham, Mason, Patenaude, Stewart, Wilson and Allen.

Also Present: Trustees Darby, Hill, Johnston, Mulholland, Orban, Rodgerson and Rogers.

Officials Present:
D. Goodridge (Director of Education and Secretary)
E. Bond (Superintendent of Program)
P. Gillie (Superintendent of Administrative Services)
F. Cooke (Assistant Superintendent of Program)

Mrs. Bishop called the meeting to order and asked for confirmation of the minutes.

Moved by Ms. Wilson:

That the minutes of the regular meeting of 1993 11 04 and special meeting of 1993 11 09 be approved. **CARRIED**

In consideration of the presentors, Mrs. Bishop asked the Committee's wishes relative to moving the presentations - KIDestrian Program and Issues Facing Female Athletes in Hamilton High Schools - ahead of the other agenda items.

Moved by Dr. Johnston:

That the Presentations (KIDestrian Program and Issues Facing Female Athletes in Hamilton High Schools) be dealt with as the first two items of the agenda. **CARRIED**
[See Pages 3 and 6]

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

Report of the Literacy Across the Curriculum Committee

In providing an overview of the Report, Miss Bond emphasized this is not an "add on" program but a new way of thinking about literacy. She then called on Mr. B. Manson, Co-ordinator - English, Drama and Dance, who detailed the Report.

Dr. Johnston expressed appreciation and support for the Report. Noting the enormous need for in-service in this undertaking, he expressed concern that the proposed integrated curriculum may overlook certain core/basic programs in the process.

Miss Bond stated that this direction will continue to address basic skills development in reading, writing, listening and speaking.

Mr. Manson concurred with Dr. Johnston that partnership with the Faculties of Education is imperative to ensure that future teachers are "literacy teachers".

Pointing out that the Report has not covered the issue of Education about Religion, Dr. Johnston suggested that this is an integral part of the curriculum.

Mr. Manson clarified for Mr. Allen that the information age requires more competencies other than the basic skills of

reading and writing. Accessing, managing and using information requires competency and skills in the four areas (See Page 3).

Ms. Orban perceived a "re-inventing of the wheel" on many aspects in the Report and suggested learning should be focused on problem-solving, analysis and decision-making skills to enable the students to fit/adapt into society.

Responding to concerns that this Report is too complicated and "educator oriented" to share with the public, particularly parents, Miss Bond clarified the document before the members tonight will not be the same document for the public. Emphasizing the importance of an effective communication plan, Mr. Goodridge assured the members that the Board's Public Relations Department will develop an appropriate communication package for the community.

Mr. Stewart questioned the definition of literacy in the Report, suggesting a "level of literacy" should be incorporated as parents want their children to be able to read, write and articulate.

Miss Bond clarified the Report is addressing literacy beyond language and that with the emergence of the information age, there is need to balance the basic skills with new competencies required for the world of tomorrow. She stressed the importance of partnership between the teachers and parents in an effort "to move our students into the 21st century".

Mrs. Rodgerson echoed Mr. Stewart's concerns. In addition, she suggested there may be difficulties in getting some of the teaching staff to "buy into" the new concept.

Miss Bond noted the Report is before the members to decide whether to go in this direction or not. The support staff will be responsible for assisting the teachers in adapting to the changes.

Inquiring about the whole language concept, Mrs. Rodgerson requested the next report about Literacy include how phonics is taught in the whole language concept.

Responding to Mr. Mulholland's concerns regarding the lack of reading and writing skills among school children, Miss Bond referred to the research relative to the Report on Growing into Language which was previously presented to the Board and noted the outcomes for students whose teachers have reached full implementation of this program.

Mr. Allen considered this direction an attempt to provide total literacy for the students in preparation for the information age.

In reply to Mrs. Mason's query, Mr. Manson added the ultimate intent is to prepare graduates to be life-long learners.

Mrs. Mason and Canon Rogers spoke in support of the Report as it addresses the major challenge of helping students become

increasingly proficient in their ability to manage information and to think.

Mrs. Hill concurred and suggested that there are members of the public who are waiting for the Board to "catch up" with this new direction.

Miss Cunningham was pleased with the pro-active approach of the document and expressed pride in the Hamilton Board for developing something like this.

Noting that the "whole language concept" was not included in the Report, Mrs. Rodgerson suggested that the public is holding the Board accountable for the fact that their children cannot read or read well. She offered that she cannot support a report that does not present a change in that direction.

Miss Bond pointed to Pages 9 and 10 that detail accountability. In reporting student progress to parents, she assured the members that specific statements will be developed pertaining to learning outcomes, level of progress, student support and overall accountability.

Moved by Mr. Allen:

That the Report of the Literacy Across the Curriculum Committee be received for information and the following recommendation approved:

(a) That the Superintendent of Program prepare a policy statement and an action plan with timelines for the implementation of Literacy Across the Curriculum JK-OAC, for presentation to the Board in May, 1994.

Mrs. Mason called the question and it was **CARRIED**.

The motion was voted on and was **CARRIED**.

NEW BUSINESS:

Presentation - KIDestrian Program (Practising Traffic Safety with Your Kids) [This was considered as the first item of the Agenda.]

Mrs. Bishop introduced the presentors: Ms. Wendy Moore-Spors, KIDestrian Co-ordinator, and Constable Scott Rastin of the Hamilton-Wentworth Regional Police, Community Services - East End.

Ms. Moore-Spors solicited the Board's support and assistance in disseminating information about the KIDestrian Program to parents, teachers and Principals through opening schools for parent meetings, in-servicing teachers, etc.

Several trustees commended the Report and voiced their support for this safety-conscious initiative.

Noting that 20,000 copies of the KIDestrian booklets and kits will be distributed to the school systems in Hamilton, Ms. Moore-Spors advised that grant applications have been submitted to various community groups/agencies in support of this undertaking.

Miss Bond clarified for Mr. Stewart that as soon as a Board decision is obtained, information about the program will be shared with the school principals for distribution throughout the system.

In expressing gratitude for their concern for the safety of our students, it was

Moved by Ms. Orban:

That the Presentation by KIDestrians relative to "Practising Traffic Safety with Your Kids" be received for information and referred to the Program Department for implementation as soon as possible.

Mrs. Hill reminded the members that the normal procedure is to refer the presentation to the Officials for a report.

Ms. Orban agreed to re-word her motion as follows:

That the Presentation by KIDestrians relative to "Practising Traffic Safety with Your Kids" be received for information and referred to the Officials for a report. **CARRIED**

On behalf of the Committee, Mrs. Bishop thanked the presentors.

Reconstitution of Ad Hoc Committees:

.Child Care Committee

Noting that he was amending the mandate of the Child Care Committee as outlined on Page 13, it was moved by Mr. Stewart:

That the Child Care Committee be reconstituted for 1994 to consist of five members appointed by the Chairman of the Board and that the mandate of the committee be:

(a) That the Child Care Policy for the Hamilton Board of Education be reviewed every three years by an ad hoc committee.

(b) That the Child Care ad hoc committee determine the "level of service" to be provided by the Hamilton Board of Education as a part of the 1991 review.

(c) That the Child Care ad hoc committee report its recommendations in June, 1994 (1991 for implementation in September, 1991-deleted).

(d) (i) That the Draft Child Care Operating Procedures be used as a reference document by the Child Care ad hoc committee.

(ii) That revised recommendations to the Draft Child Care Operating Procedures be brought back, taking into account the existing Board's rental policies and traditions for non-profit community groups.

(e) That the Ministry of Education Memorandum 1991: B4, dated 1991 08 12, re Child Care Centres be referred to the Child Care Committee.

And the following two Clauses added:

(f) That the Child Care Committee review Bill 4 and the issues and implications for child care in the Hamilton Board.

(g) That the Child Care Committee review the response to the Child Care Consultation paper.
CARRIED

Report of the Special Education Advisory Committee

Moved by Ms. Orban:

That the following Report of the Special Education Advisory Committee dated 1993 11 17 be approved:

(a) That the Status Report on Action Team Recommendations, presented at the October meeting, be received for information.
CARRIED

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

Verbal Update - Destreaming: "What is Happening in the Schools"

Mrs. Bishop explained that due to a lack of quorum at the last meeting, no action was taken on this agenda item.

Miss Bond provided the members with a further update on Destreaming focusing on the student support to help them become more successful.

Dr. Johnston requested that these updates be provided in writing. [A written report of Miss Bond's comments is attached to the minutes.]

Miss Bond affirmed for Mr. Darby that the next update will be after the completion of the first semester (February/March 1994).

Miss Cunningham questioned whether the following factors could be checked in evaluating this program: absenteeism records of these students in earlier grades so that ongoing problems are not attributed to this program, is reading ability part of the drop out problem (i.e. more reading is required), is there a marked change in the drop out rate, is the peer tutoring program addressing the problems around the increased workload. Miss Cunningham added that she did not want answers to these questions if doing so would be cumbersome.

Moved by Ms. Orban:

That the Verbal Updates - Destreaming, presented at the November and December Program Committee meetings, be received for information. **CARRIED**

NEW BUSINESS:

Report re Ministry of Education funding for Transition Years In-Service, $43,900 - English Language Section

In providing an overview of the Report, Miss Bond drew the members' attention to the following corrections:

(a) the $43,000 Transition Years In-Service Funding should be **$43,900**;
(b) the $15,020 figure under the "Allocation" column on Page 17 should read **$15,900**.

Ms. Ramberan, Transition Years Co-ordinator, emphasized the schools' accountability in the utilization of the in-service funds.

Moved by Dr. Johnston:

That the Report regarding Expenditures of Transition Years In-Service Funding (Ministry of Education and Training) - English Language Section be received for information.

Mr. Goodridge advised Mr. Stewart that the Report is being presented to the Program Committee as it relates to "what has been done in terms of the teacher in-service and the program" rather than a financial accounting of expenditures.

Mr. Stewart and several other trustees commended both the "good news" Report and the clear, concise and complete information in the Report.

The motion was voted on and was **CARRIED**.

Mrs. Bishop thanked Miss Bond and Ms. Ramberan for their efforts.

Presentation re Issues Facing Female Athletes in Hamilton High Schools - Catherine Siksay [This was considered as the second item of the Agenda.]

Mrs. Bishop introduced Ms. Catherine Siksay, a student athlete from Westdale Secondary School and acknowledged the presence of the other female athletes accompanying Ms. Siksay.

Ms. Siksay reviewed the Report, highlighting the key recommendations to address the issues identified.

Several trustees commended the Report and the efforts of Ms. Siksay. Miss Cunningham was impressed with the research work involved and assured the female athletes that their concerns will be considered.

Moved by Dr. Johnston:

That the Presentation from female athletes of Westdale Secondary School regarding Issues Facing Female Athletes in Hamilton High Schools be received for information and referred to the Officials for a report.

At this point, Mrs. Bishop acknowledged the presence of Ms. S. Green-Gibson, Co-ordinator of Physical and Health Education Athletics, and Mr. C. Newman, Sports Convenor.

Responding to Mr. Mulholland's query, Mr. Newman explained the process for funding the football program.

Mr. Stewart felt there is a need to encourage the "spectator aspects" of school sports in order to promote school spirit, suggesting that this enthusiasm will, in turn, motivate participation in sports.

Acknowledging Mr. Stewart's concerns, Ms. Green-Gibson concurred with the need to highlight awareness relative to the improvements required. Mr. Newman then referred to sports initiatives taking place in some schools.

The motion was put to a vote and was **CARRIED**.

Mrs. Bishop thanked Ms. Siksay for her excellent presentation.

Reports of the Special Education Advisory Committee

Moved by Mrs. Hill:

That the following Report of the Special Education Advisory Committee dated 1993 10 20 be approved:

(a) That the Transition Plan from Middle School to Secondary School for Students with Autism/Pervasive Developmental Disorders (P.D.D.) in self-contained Placements be received for information.

(b) That the Superintendent of Program provide progress reports to the SEAC members about the changing direction of vocational programming as it affects Special Education students.
CARRIED

Moved by Mrs. Hill:

That the following Report of the Special Education Advisory Committee dated 1993 11 17 be approved:

(a) That the Report from Senior Management regarding Correspondence from Parents of Children with Autism/Pervasive Developmental Disorder (PDD) be received for information.
CARRIED

The meeting then adjourned.

Read and confirmed,

CHAIRMAN

rt

Att.

Memo

To: Trustees
The Hamilton Board of Education
for the City of Hamilton

From: Elizabeth G. Bond,
Superintendent of Program

Re: Update - Transition Years - December 2, 1993

Date: 1993 12 08

STUDENT SUPPORT:

One of the important new directions for the Transition Years is increased student support. Our middle schools have had advisor/advisee programs in place for several years. Secondary schools are beginning to develop advisor programs this year. In addition, teachers of grade 9 students in several schools are meeting regularly to share information that will help them meet student needs more effectively. Following are a few examples of what teachers are doing to help students be more successful.

Sir Allan MacNab — Grade 9 Home Room Program — teachers are tracking the progress of students.
- Teachers are involved in pre-DART activities for students who need extra attention.

Westmount — the advisor program helps monitor students' progress through the learning guides. Students receive direct assistance with self-pacing. Teachers report that working with students for a second year is much more effective than meeting a different group of students in the advisor Program each year. Parents are beginning to call the Teacher Advisor for information about their children rather than calling the vice-principals.

Hill Park — teachers are engaged in 'non-stop DARTS' for students in grade 9 who have been 'promoted' into grade 9, but who have difficulties with academic work, especially English.

Sir John A. Macdonald — has two seniors classes of peer tutors to assist in Grade 9 classrooms.

Sir Winston Churchill — Grade 9 Teachers Advisors meet every Tuesday to share information about the students and identify needs as they arise.
Grade 9 teachers meet regularly to 'track' the progress of individual students. This kind of meeting is new in secondary schools.

Barton — Peer tutors are in use in Grade 9 History classes to assist students who need it.

Sherwood — RAP program (Reading Assistance Program) - grade 12 students work with grade 9 students who are at risk, particularly on language skills.
- All students work on a Student Profile and on time management and career search skills. Many secondary schools, like Sherwood, are using planners like the middle school Reminder Binders to assist students with organizational skills.

GENERAL:

Hill Park — "The fear and apprehension have dissipated" — Administrators haven't heard, 'This would not have happened if we had streamed classes.'
- Teachers are doing things differently - experimenting - trying new things
- Emphasis on evaluation, especially provincial standards in English

Barton: — Principal's quote: "Behaviour across Grade 9 is significantly better this year because the classes are not segregated."

Sir John A. Macdonald — grade 9 teachers meet regularly to share strategies that work well, and those that don't. They report that the following work very well:

- peer tutors;
- small group work;
- strong structures and routines;
- small units (one at a time);
- bonus assignments, independent study, and differentiated activities to challenge the gifted students;
- hands on activities;
- student self-evaluation; and
- paired groupings of students (e.g. strong-weak).

Many schools have groups studying timetable reorganization for next year. Most have 'futures' committees as well, looking at long-range goals in their schools.
Absenteeism among grade 9 students is a problem in some schools.

Two teachers at Macdonald are teaching an integrated unit from Family Studies and Business Studies this semester. Students report that they really like seeing the connections between the two subjects and having the teachers work together. What they don't like, however, is walking to the fifth floor for one of those classes.!

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